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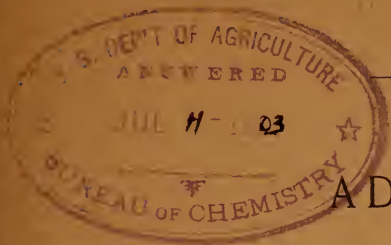
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BAYLOR UNIVERSITY.



ADDRESS

BY

J. B. BAYLOR, C.E., B.S., LL.D.,

Assistant in U. S. Coast and Geodetic Survey.

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BAYLOR UNIVERSITY.

ADDRESS BY J. B. BAYLOR.

Mr. President, Ladies and Gentlemen :

I have traveled several thousand miles from a distant city to honor, as far as I can do so, by my presence the generous and public-spirited gentlemen who have made possible these useful and handsome additions to the buildings of Baylor University.

When I think of what this University has done and is doing for the State of Texas, when I think of its relationship to the great Baptist Church of America, of its honored Board of Trustees, President, and faculty, its fine body of alumni and its corps of students, I feel that I should indeed be ungrateful if I were not proud of the fact that such a University bears my family name.

At the outset of my address I wish to call your attention to the striking fact that many of our American universities and colleges bear the names of individuals who gave a comparatively modest sum to found these institutions, and that this has not prevented public-spirited citizens from giving millions to these universities and colleges named after individuals long since past away. The oldest of American universities, which has the largest number of students, with the exception of Columbia University and the University of Chicago, and the largest total annual income of any American university, bears the name of John Harvard, and yet public-

spirited citizens, not only in New England, but from all parts of the world, have showered gifts upon it. Amongst its benefactors are emperors and kings, the proudest names of New England, of the East, and of the West. Yale, named in honor of Elihu Yale, has also received millions in benefactions, and counts amongst its largest benefactors the Vanderbilt family. Brown, the Baptist university of New England, has received magnificent endowments from many private individuals, among them the public-spirited Baptist, Mr Rockefeller, who belongs to New England scarcely more than he does to the great Southwestern section of these United States. I can only trust that Mr. Rockefeller and others may follow the noble example of the Carrolls, and do for the great university of the Southwest, Baylor University, which bears the name of a private citizen, what has been done for Harvard, Yale, Brown, Dartmouth, Cornell, Johns Hopkins, and other colleges and universities named for individuals.

Another striking fact is that many of our American universities which have done the greatest work and have been most influential educationally have been under denominational control. To strengthen my position I need only mention Harvard, Yale, Brown, Princeton, and the University of Chicago.

Though I cannot claim the honor of being a Baptist, I am glad that Baylor University is under the control of a denomination which has over four million five hundred thousand communicants in the United States alone, and over nine million in English-speaking communities. The man for whom this University was named, although by family tradition an Episcopalian, firmly believed that in no part of our population was the spirit of republican institutions so

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firmly planted as in the Baptist population of America. In their church government they have exemplified the loftiest Christian spirit and the highest examples of republican government. In consequence of the large numbers of Baptists in America, this University will always command the loyal support of a people devoted to their church and its institutions and influential in the communities in which they live.

Some one may object to denominational colleges; but where can the control of the university be more safely placed than in the hands of the clergy and laity of a great religious body? Abuse of power over the minds of the young, through the agencies of denominational universities and colleges, is impossible in such a country as ours, where so many different denominational colleges compete one against the other.

No great institution can be built up unless a well-established policy in regard to control and management is not only adopted but maintained, and such stability in this country is almost impossible except through the agency of some religious body of devoted loyal workers. Stability in our State universities is very difficult to obtain on account of our ever-changing political parties. The uncertainty as to control and as to the amount of annual State appropriations has had an unwholesome influence upon many State universities. It has prevented benefactions from public-spirited men, because these universities are supposed to be supported adequately by the different States.

It seems to me that the duty of the State is to educate the child when it is too young to educate itself by its own efforts. You do not then destroy that self-reliance which is so essential to success. The State should endeavor to elevate the

mind, the heart, and the character of the child, and it should also train the hand, the eye, and the body when in their formative period. To the university should be left the education of those who have proved themselves at school worthy of a university education, and those who are willing and able to pay for it, either in money or in work.

If you will bear with me, I hope to be able to prove, by an array of carefully collected statistics, which cannot be brushed aside, that no investment has ever yielded such rich returns, and that, too, in every civilized State and country in the world, as money spent in primary and industrial education for the masses. These facts and figures are so striking, Mr. President, that it is but just that I should say something in advance as to their credibility.

No more careful, conscientious statistician, so acknowledged by political friend and foe alike, has ever graced the halls of our Congress than the late William L. Wilson, a devoted Baptist and a kinsman of Judge Baylor's. Mr. Wilson told me that for accuracy of statement the English statistician, Michael G. Mulhall, was the most trustworthy of all writers, and to Mr. Mulhall I give full credit for the facts I wish to bring before you today. Mr. Mulhall, by a laborious and exhaustive system of computations, has compiled the average yearly earnings per inhabitant in dollars and cents for every civilized country in the world, and also for the different sections of these United States.

You may tell me that countries differ so largely in density of population, in age, in opportunity, in fertility of natural resources, and in race that it is not fair to so compare people, but it is a striking fact that density of population and fertility of natural resources have no necessary effect on the

prosperity of a country, or even on the rate of wages. Scotland and Ireland are almost equal in the number of inhabitants per square mile, and yet the wealth of the former country exceeds that of the latter 60 per cent. England has three times as dense a population as France, and wages are nevertheless nearly equal in the two countries. Spain is thinly and Italy thickly populated, and both countries are desperately poor, while Belgium has the maximum and Sweden the minimum population per square mile, and both are remarkably prosperous. New England has no rich ore or coal beds, it does not raise a pound of cotton, it is poor in natural resources, and the average yearly earnings per inhabitant is \$349, while our dear Southland is rich beyond the dreams of avarice in coal, in iron, in petroleum, in cotton, and in other natural resources, yet the average inhabitant only earns \$110 per year.

Mr. President, from Mr. Mulhall I have collected in a table the average yearly earnings per inhabitant for almost every civilized country in the world, and even a casual student will find in this list the most striking differences in the earning capacity of the various nations. Density of population, age, race, fertility of natural resource, cannot explain these remarkable differences. To what, then, can they be due? Fortunately Mr. Mulhall has solved this question by collecting for us also the percentage of adults in every civilized country who are so ignorant that they cannot even write their names, and the amount of money spent per inhabitant in every civilized country in educating the masses.

We find:

Countries.	Money per in- habitant spent in schools.	Percentage of adults who can write.	Average yearly earnings per inhabitant.
England.....	\$1 64	96	\$190 00
Scotland.....	2 68	97	225 00
Ireland.....	1 40	85	100 00
United Kingdom.....	1 72	94	180 00
France.....	1 00	95	156 00
Germany.....	1 08	99	123 50
Russia.....	22	22	47 50
Austria-Hungary.....	34	69	83 50
Italy.....	72	56	70 00
Spain.....	32	42	77 50
Portugal.....	10	30	68 00
Holland.....	1 60	90	129 00
Scandinavia.....	84	99	120 00
Belgium.....	84	83	141 50
Switzerland.....	2 40	99	116 50
Norway and Sweden.....	1 00	98	103 00
Denmark.....	1 00	98	136 50
Danubian States.....	68	24	64 50
Greece.....	44	30	62 50
United States.....	2 60	83	220 00
Australia.....	2 64	90	256 00

Different sections of the United States.	Annual expend- itures per child in schools.	Average yearly earnings per inhabitant.
New England States.....	\$22 75	\$349 00
Middle States.....	18 75	311 50
Western States.....	12 50	230 00
Southern States.....	5 00	110 00

Bear with me while we examine this table. Portugal and Greece are two of the poorest countries in all Europe. We find that Portugal only spends 10 cents and Greece 44 cents

per inhabitant in educating their people. Only 30 per cent. of the people of either Portugal or Greece can write their names. Is it suprising that the average earnings per inhabitant is only \$68 and \$62.50 a year in Portugal and Greece?

The Russian Empire is marvelously rich in natural resources and in fertility of soil; it has vast stores of petroleum and coal, and every known mineral in its Ural Mountains; yet it is emphatically a poor country, with \$305 per inhabitant, against \$780 in Germany and \$1,260 in France. The average earning of the people of Russia are only \$47.50 per inhabitant annually, against \$220 in the United States. The waste of labor in Russia is prodigious; men and women toil out their lives for a minimum wage, and their existence in such drudgery increases the sullen discontent of the people. No man but a Russian could live on such fare as a Russian farmer has. It consists of rye bread and mushroom soup, worth 4 cents a day. He lives in a hut 5 feet square, and his wife helps him at the plow. Five per cent. of the wives of Russia die in child-birth—double the average of the rest of Europe. Note in connection with these significant facts that only 22 per cent. of Russian adults can write their names, and that Russia spends 22 cents annually per inhabitant on her schools.

In Austria-Hungary, Italy, and Spain only 69, 56, and 42 per cent. of the adults can write their names. These countries spend 34 cents, 72 cents, and 32 cents per inhabitant on their schools, and the average earnings of their people are \$83.50, \$70, and \$77.50 per year.

Scotland, on the other hand, spends \$2.68 per inhabitant on her schools, and 97 per cent. of her inhabitants can write. Is it surprising that the average earnings of her people are

yearly \$225 per inhabitant, making her one of the most productive countries in the whole world?

Ireland spends \$1.40 per inhabitant on her schools, and only 85 per cent. of her adult inhabitants can write their names. The average yearly earnings per inhabitant are \$100, against \$225 for Scotland.

In the face of such facts it is impossible to avoid the conclusion that the earnings of a people are directly proportional to the educational advantages.

The effect of liberal expenditures for public education is strikingly exemplified in England, Australia, France, Germany, Norway and Sweden, Holland, Denmark, Belgium, and Switzerland. The people of Australia earn annually per inhabitant more than any other people in the world—\$256 against \$220 in the United States—and there is no country more liberal in educating her people than is Australia—not even the United States.

Never in the history of the world has the fact that knowledge is power been more preëminently true than it is today. Labor-saving machines, requiring a trained mind, hand, and eye, are used in every department of human endeavor, and doom the ignorant man to hopeless poverty. One laborer in the agricultural field in America produces as much as four do in Europe, and he does not toil his life blood away as does the peasant of Russia, because education enables the American farmer to use labor-saving appliances.

With the aid of steam, one man can do as much as a hundred and twenty could do in the last century. Steam makes for five dollars an article that would cost eight hundred dollars if made by hand.

The ignorant man cannot utilize these great labor-saving

agencies, and consequently the ignorant man is a poor producer.

Many of the states of Central and South America and India are desperately poor compared with the United States, Canada, and many of the countries of Europe, and in all of the states where this is true we find that the people of these countries are kept in ignorance, and that education for the masses is at a discount.

The most prosperous countries in South America are Argentina and Chili. This can be easily explained when we find that Argentina and Chili spend annually on their schools 84 cents and 70 cents per inhabitant where Brazil spends 4 cents.

It would be very interesting, did time permit, for us to trace out, through Mr. Mulhall, the effect of the education of the masses upon the transportation, post-office, telegraph, and telephone facilities of a people; upon the circulation of newspapers, books, and periodicals, and last, but not least, upon the criminal docket of a nation. The facts in this connection are as significant as anything I have presented to you today.

It is a well-recognized fact amongst all political economists that the social, moral, economic condition of a people is largely determined by the yearly earnings per inhabitant, and this we have seen depends directly upon the education of the masses.

Let us examine the effects of education upon different sections of our own dear country, and I am done.

The president of the University of Tennessee tells us that the average annual productive capacity per inhabitant in 1899 was \$260 in Massachusetts against \$116 in Tennessee.

Massachusetts spent \$12,261,525 more upon her public schools in 1898-'99 than did Tennessee. The people of Massachusetts earned in 1899 \$403,869,824 more than the same number of people did in Tennessee. We may reasonably conclude, therefore, that twelve millions invested in superior education yields \$400,000,000 a year.

As I have already shown, the average yearly earnings per inhabitant in New England is \$349, against \$110 in the Southern States. This means that if the average yearly earnings per inhabitant was the same in the South as in New England, the annual income of the Southern people would be increased thousands of millions of dollars—a sum very many times in excess of the annual value of our cotton crop.

It is but right that I should call your attention to the fact that one-third of the population of the South consists of illiterate negroes. This fact also has a marked effect upon the average yearly earnings per inhabitant in South Africa, which is only fifty-five dollars. There also 55 per cent. of the population consists of illiterate negroes.

Mr. President, the hope of the whole South centers in this State of Texas. Only New York, Pennsylvania and Illinois, and Ohio surpass it today in population. It is merely a question of time when your State will no longer stand even as low as fifth in the family of States. How about education in this State of Texas?

It is a very gratifying fact to me to find that in Texas amongst the native-born whites of native parents in the total number of males of voting age, numbering 458,863, only 5.3 per cent. are illiterate, while amongst the foreign-born male whites of voting age, numbering 85,773, 25.4 per cent.

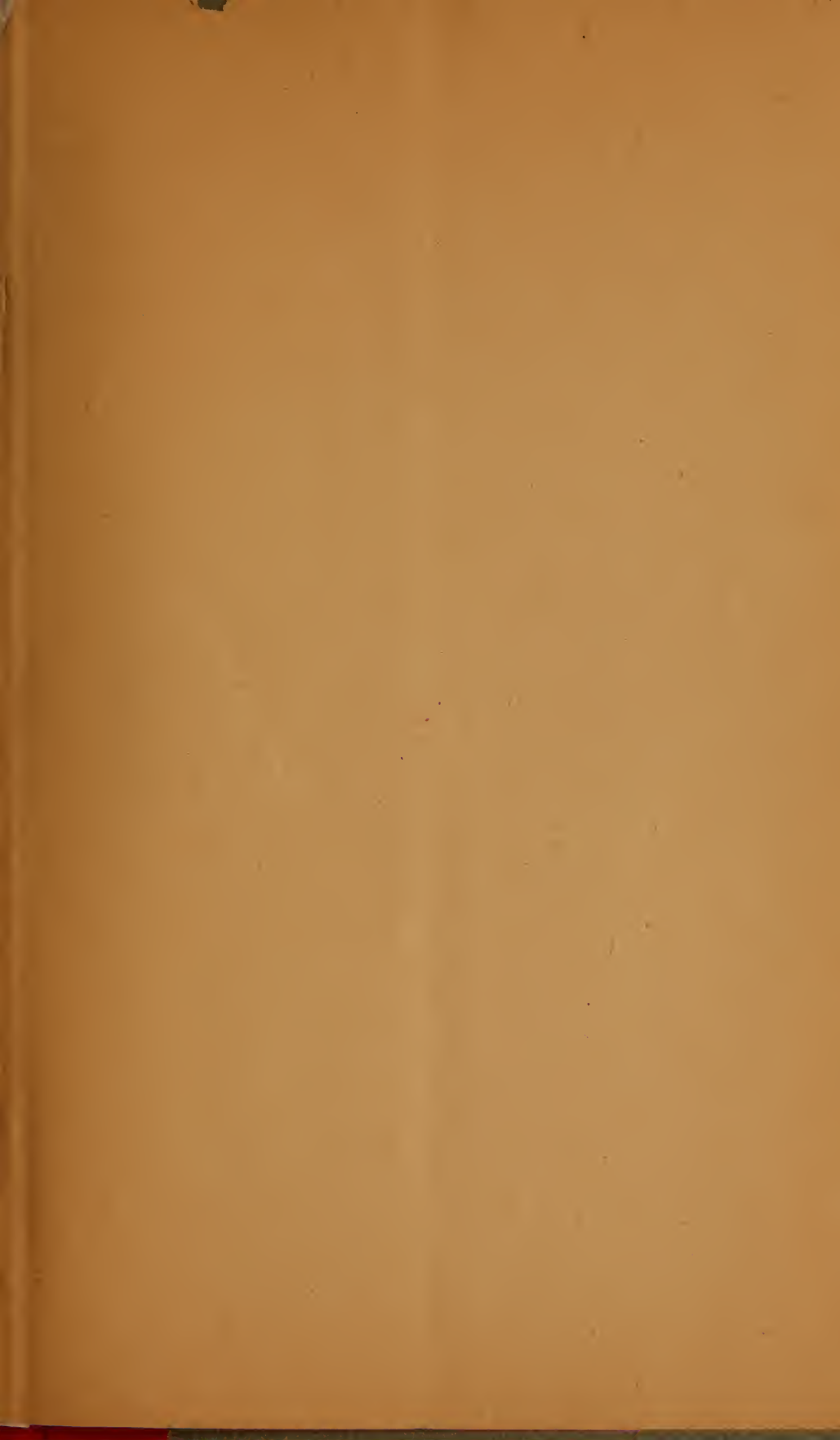
are illiterate. In the whole United States amongst the native-born male whites of native parents and of voting age 5.8 per cent. are still illiterate.

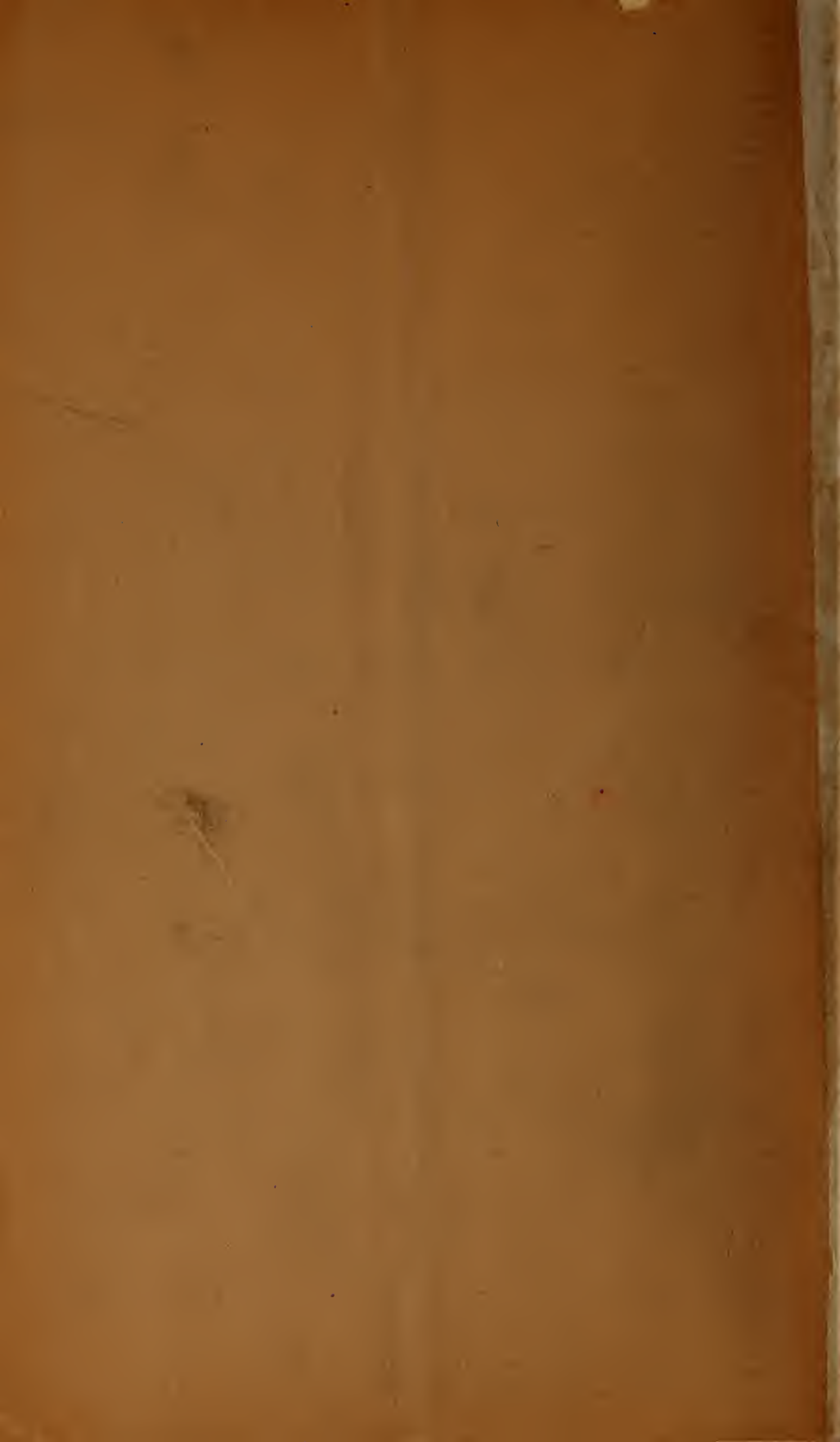
So in Texas we find that the native-born white of native parents is already above the average for the whole United States in education. This, of itself, clearly proves that the State of Texas is fully alive to the necessity of superior educational advantages. The effect of education upon the people is shown in your annual production of cotton—far greater than any other State in the world. It is shown in your wheat crop, in your vast herds of live stock, in your output of lumber and oil, and in the enormous increase in manufactories of late years. It is shown in your transportation facilities, with 9,886 miles of railway—greater than those of any other State, save only Illinois and Pennsylvania. It is shown in the prosperity and happiness of your people.

One of the most artistic, beautiful, and costly memorials ever erected by the hand of man, the Taj Mahal, stands at Agra, in northwestern India, a marvel of Indian architecture. Twenty thousand men were engaged for twenty years in erecting it, and it is so beautiful that Lord Roberts has said that it was worth a trip to India to see it alone.

Mr. President, if Shah Jahan had devoted the vast sums of money which he expended in erecting this mausoleum and other monuments in India to the education of the people, India would not today be a country of wretched poverty, with starving, plague-stricken inhabitants. So in thinking of all that education means to a people we say from our hearts all honor to the Carrolls for their generous benefactions to Baylor University.

I thank you for your kind attention.





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